



**D R A F T**



# GCSE

## DRAMA

This enjoyable practical based qualification is adaptable to the interests of you and your students while emphasising and assessing the full drama process.

Our specification allows your students to improve their performance skills, by creating their own work and preparing existing texts for performance.

# What's happening to GCSEs?

## OCR is offering new GCSEs for first teaching in September 2009\*.

We've taken this opportunity to improve the quality of our GCSEs for teachers and learners alike.

We've made improvements in three key areas: updated and relevant content, a focus on developing students' personal, learning and thinking skills, and flexible assessment, so teachers can choose the best learning approach for the job.

We want to make the introduction of these new GCSEs as easy for you to manage as possible.

### The main changes are:

- Controlled assessment will be introduced for most subjects
- The opportunity will be taken to bring course content up to date
- Examinations should provide opportunity for extended writing and more varied question types
- All GCSEs will meet the requirements of the Disability Discrimination Act.

Our approach is to provide consistency across all our GCSEs by offering the flexibility that unitised qualifications bring, allowing teaching and assessment in either a linear or unitised fashion.

\*Not all GCSEs are changing. There are a few exceptions: the new Science GCSE was introduced in 2006. New English, English Literature, ICT and Maths GCSEs will be offered for first teaching in 2010.



## Improving GCSE Drama with OCR

We've involved teachers throughout the development process, so the new specifications, support materials and schemes of work should be exactly what you need to teach OCR GCSE Drama. To ensure accuracy in our content, we've also consulted subject associations, professional membership groups, subject societies and other subject experts.



### Our GCSE Drama offers:

- An engaging course for both the learner and the teacher, with the flexibility to adapt to the strengths and interests of both
- A practical approach to drama, with the emphasis on learning through doing
- Manageable and engaging assessment tasks to deliver and take.

## Making change easy

We'd like to make these changes as easy for you to manage as possible. To minimise disruption, we will:

- Guide you through the process of moving to OCR
- Bring you the latest information through our Focus on 14–19 magazine and our new website [www.GCSEchanges.com](http://www.GCSEchanges.com)
- Show you approved specifications one year ahead of first teaching, so you have plenty of preparation time
- Offer you a range of OCR support materials, including schemes of work and sample assessment materials, as we did with GCEs
- Make OCR's publisher partner resources – tailored to the new specifications – available from January 2009
- Endorse a variety of published resources, giving you a wider choice of quality support materials.

We're also running extra INSET and training courses across the UK, so now it's even easier to discover how OCR has developed its specifications.

## Controlled assessment

While reviewing GCSEs, QCA looked into the coursework element of the current qualifications and decided to introduce controlled assessment as an alternative to coursework. This will address some of the issues raised in recent coursework reviews, such as plagiarism.

Controlled assessment has to be done in a supervised environment. However, if the task has a research element, the student may complete this without supervision.



The benefits of controlled assessment include:

- More straightforward marking – for most subjects, we provide worksheets for students to complete
- Improved reliability and validity
- Varying levels of control, to help you manage the assessments and your time more easily
- Greater confidence in authenticating students' work as their own
- Greater ease in fitting assessments into your normal teaching programmes.

For GCSE Drama, controlled assessment means:

- Task setting – The criteria and parameters for setting the task are defined by OCR, but centres can choose their own text and stimulus material and contextualise the tasks to best suit their specific circumstances.
- Task taking – The key parameters are defined by OCR while maintaining flexibility for centres.
- Task marking – All controlled assessment units will be marked by the centre assessor(s), using OCR marking grids and guidance, and will be moderated by the OCR-appointed moderator in the form of postal moderation.

We will review our controlled assessment tasks every two years.

## Flexible assessment

The assessment for the new OCR GCSEs is organised into units which can either all be taken at the end of the course in a linear fashion, or be used to complement a more unitised approach to teaching and learning. This gives you the flexibility to choose the assessment approach best suited to your centre and your students. A unitised structure gives you the flexibility to co-teach short and full courses.

We already offer assessments that are organised into units at A Level and for some existing GCSEs. For many subjects, assessments will be available twice a year. Flexible assessment means:

- You will have a choice of learning approaches – linear or unitised
- The assessment can be timed to match the point of learning within the course, making it easier for candidates to show what they know, understand and can do
- Students can re-sit a unit rather than repeat the entire assessment
- Some students are motivated by ongoing feedback and this helps them identify their learning needs
- A unitised approach makes it easier for students to stay on track with their studies and manage their time effectively
- The pressure of an 'all or nothing' assessment is removed
- Examination stress is reduced by permitting assessment over a longer period so that not all assessments are concentrated in a narrow window at the end of two years

- With a similar format to A Levels and Diplomas, GCSEs will help prepare students for the next phase of their education.

To ensure that the assessment supports the coherence of the GCSEs and there is no over-assessment, QCA has put two rules in place: 40% of the assessment must happen at the end of the course and only one re-sit of each assessment unit is allowed.

**You may know 'unitised' as modular.**

Unit title and description	Assessment including duration	Weighting
<b>Unit A581: From Page to Stage</b> • Explore how a published text is animated and brought to life for an audience.	Controlled test (10 hours) stemming from workshops Assessed on performance and notebook Moderated by post	30%
<b>Unit A582: Drama in the Making</b> • Explore the key principles and concepts of devising a piece of drama from stimulus material.	Controlled test (10 hours) stemming from workshops Assessed on presentation and notebook Moderated by post	30%
<b>Unit A583: From Concept to Creation</b> • Realisation test • Explore the roles of deviser, designer, director and performer (devised), or performer (text extract), and realise a brief for one of these roles.	10-hour practical examination Choice of four briefs that form the starting point for the creation of a performance or presentation Examined externally by visit	40%

## Assessment objectives

The assessment objectives are designed to reflect the non-statutory guidelines for Drama.

Candidates are expected to demonstrate the following in the context of the content described:

### AO1

- Recall, select and communicate their knowledge and understanding of drama to generate, explore and develop ideas.

### AO2

- Apply practical skills to communicate in performance.

### AO3

- Analyse and evaluate their own work and that of others, using appropriate terminology.



## What changes, and what stays the same?

	What changes?	What stays the same?
<b>Structure</b>	<ul style="list-style-type: none"> <li>The specification is now unitised</li> <li>Candidates can take units at the end of the first year and re-sit units</li> <li>Flexible order of delivery.</li> </ul>	<ul style="list-style-type: none"> <li>The three-unit structure is comparable to the three-component structure of the old specification</li> <li>Centres can still deliver this course in a linear fashion</li> <li>Centres can still teach all the content of the course (units) before delivering assessments.</li> </ul>
<b>Content</b>	<ul style="list-style-type: none"> <li>In Unit A581 candidates deliver a text extract, not improvisation based on the text</li> <li>In Unit A583 (practical examination) there are more options for candidate outcome.</li> </ul>	<ul style="list-style-type: none"> <li>The principles of the areas of study that form the underpinning content are maintained</li> <li>Candidates still work with text and stimulus material.</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>Coursework now becomes controlled assessment but still maintains flexibility</li> <li>All candidates do a practical examination which incorporates options previously found in the written paper</li> <li>Process of postal moderation easier to administer than setting up a live moderation session</li> <li>Option to work individually or in pairs in all units</li> <li>Candidates working record now replaces portfolio evidence.</li> </ul>	<ul style="list-style-type: none"> <li>Every centre will still be visited by an assessor from OCR</li> <li>The familiar marking bands ('Accomplished' to 'Limited') are maintained</li> <li>A form of the realisation test remains, but now there are additional options to work in the roles of designer, deviser and director as well as performer</li> <li>Candidates can still present evidence in a variety of formats for all units, but now there are even more options for presenting ideas for assessment.</li> </ul>

## Support for GCSE Drama

OCR offers a range of support materials, developed following extensive research and consultation with teachers. We've designed them to save you time when preparing for the new specifications and to support you while teaching them.

Our support materials and events include face-to-face training courses, schemes of work that you can customise, endorsed publisher partner resources, access to teacher and examiner networks (both online and offline), plus an extensive past-papers service.

### OCR's online resources include:

- E-communities – online networks of subject specialists for sharing knowledge, views and ideas
- Interchange – a completely free and secure website that helps you carry out the administrative tasks associated with examinations quickly and easily
- Past examination papers
- Marking schemes
- Subject e-alerts – for teachers who register for updates.

We offer a wide range of training courses in the UK, so you have easy access to information about our new specifications – direct from the experts. See over for more details.



## Training for OCR GCSE Drama

Our Get Ready events offer a taste of the new specification. Dates are given below, and you can book your place now at [www.GCSEchanges.com](http://www.GCSEchanges.com).

Later, we'll be running our Get Started events, which take you through the specification in more detail and help you work towards first teaching. They will take place during the spring and summer terms 2009.

### ***Get Ready – introducing the new specification (first teaching from September 2009)\****

This course is for all teachers – new and experienced – who are interested in finding out more about the new specification. It's open to you, even if you don't teach the current OCR specification.

It's a **FREE** half-day session, including refreshments, a light finger buffet and course materials, offering an overview of the new OCR specification in GCSE Drama. Key features include:

- A look at the new structure, content and assessment methods
- A comparison between old and new specification content
- An introduction to the support and resources available from OCR
- A summary of the benefits of choosing the new OCR specification.

Date	Location	Course code
Mon 7 Jul 08 AM	London	ODRA101
Mon 7 Jul 08 PM	London	ODRA102
Wed 12 Nov 08 AM	Leeds	ODRA103
Wed 12 Nov 08 PM	Leeds	ODRA104
Thurs 11 Dec 08 AM	Taunton	ODRA105
Thurs 11 Dec 08 PM	Taunton	ODRA106
Wed 25 Feb 09 AM	Birmingham	ODRA107
Wed 25 Feb 09 PM	Birmingham	ODRA108

Please note:

- Free OCR Training courses will not incur any penalty fees however, so that we can offer your place to another delegate please notify us in good time of your course cancellation.
- Dates are subject to change so please ensure you read your booking confirmation and web updates as OCR Training cannot be held responsible for delegates who attend on an incorrect date.
- Courses throughout summer 2008 and autumn 2008 terms may be based on the draft specification.
- \*The times of these courses may vary from the standard advertised time.

## Publishing support for GCSE Drama teachers

We're working with publisher partner Hodder Education to provide further resources to support teachers of the new specification.

Hodder Education will be publishing a brand new student's book and a teacher support website for this specification. These new resources will provide students with full support in the preparation of pieces of controlled assessment for their commentaries/portfolios as well as plenty of exemplar examination material.

Resource	Format	Samples available
Student's book	Print	May 2009
Teacher support	Website	June 2009



To find the latest information on published resources, please visit [www.ocr.org.uk/drama/newgcse](http://www.ocr.org.uk/drama/newgcse) and choose published resources from the right-hand menu.



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**www.ocr.org.uk**

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